



# GREAT BALLARD

## Curriculum Policy

<i>Date Approved</i>		<i>Autumn 2025</i>
<i>Date of review</i>		<i>Autumn 2025</i>
<i>Date of next review</i>		<i>Autumn 2026</i>
<i>Policy Manager</i>		<i>Senior Deputy</i>
<i>Review Cycle</i>		<i>Annually</i>
<i>Signed</i>	Mrs A Hardwick	
	Mrs. S Jay Proprietor	
	Mr. M King Headteacher	

## 1. Introduction and Aims

The Great Ballard curriculum aims to provide:

- **A broad and balanced** curriculum, centred around the **hand, head, heart and health**
- Opportunities for **outdoor learning** as often as possible
- **Leadership opportunities** for all students
- **Student-led** learning through **exploration**
- The tools to **future proof** our students' **education and horizons**

In delivering these aims, all curricula content takes its lead from the National Curriculum as a starting point, incorporating:

- Relationships and Sex Education
- Fundamental British Values
- Social, Moral, Spiritual and Cultural education
- Enterprise opportunities which expand subjects beyond exam preparation
- Volunteering opportunities which embed our school sense of community

### **Pre-Prep:**

The teaching within the Pre-Prep is tailored to the individual child and has a core STEAM focus. Teachers use a variety of delivery techniques encompassing aural, visual and kinaesthetic learners. The learning is as practical and stimulating as possible, incorporating our surroundings alongside encouraging and motivating the children to explore through play and curiosity, to achieve and cement their learning. From Nursery to Form 2 activities are well-planned and aim to draw the best from each individual child whatever their strengths and talents. Schemes of work are planned to ensure full coverage of the National Curriculum.

The EYFS children are the inspiration for their teachers, following their interests and driving forward their learning in a supported environment. Activities are planned to stimulate the children whilst drawing on and building their knowledge of the world around them, with a key focus being STEAM.

## 2. Curricular Content

### **Pre-Prep Curriculum (EYFS to Year 2)**

#### **EYFS**

The Early Years Foundation Stage (EYFS) programme provides our young students with the opportunities to learn and be successful in a positive and caring atmosphere. To us it is important that all the children feel included, valued and secure.

Early Years students are given opportunities to learn through structured play and hands-on activities which match their needs and abilities. Planned learning opportunities take place indoors and outdoors.

The Early Years programme develops key learning skills such as listening, speaking, concentration, persistence, learning to work and cooperate with others, as well as developing early communication, literacy and numeracy skills.

The Early Years Curriculum is organised into 7 areas of learning:

#### **COMMUNICATION AND LANGUAGE**

Children will learn to speak confidently and clearly for a range of purposes. By playing together and constantly communicating with friends and teachers, children will learn to take turns, listen and independently share their thoughts and feelings with others.

#### **PHYSICAL DEVELOPMENT**

Children will learn to move, controlling their body and handling equipment. They will also begin to understand the importance of eating healthy foods and dental care.

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Children will learn to be self-confident, take an interest in things, know what their own needs are, tell the difference between right and wrong.

#### **LITERACY**

Children will learn to recognize letter sounds and begin to write words and some simple captions. Through songs and games, children will enjoy building their phonics knowledge and becoming early readers with a love of stories and storytelling.

#### **MATHEMATICAL DEVELOPMENT**

Children will develop an understanding of Maths through stories, songs, games and imaginative play. They will become comfortable with numbers and ideas such as "heavier than" or "bigger". They will be aware of shapes and space.

## **UNDERSTANDING OF THE WORLD**

Children will explore and find out about the world around them, asking questions about it. They will build with different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and their families' lives. They will find out about different cultures and beliefs.

## **EXPRESSIVE ARTS AND DESIGN**

Children will explore colours and shapes, trying out dance, making things, telling stories and making music.

## **KS1**

The KS1 children are taught within half termly topics – encompassing all areas of the curriculum in relevant and inspiring ways. Each year group plans its own stimulating, child centred, lessons covering a range of exciting topics throughout the year. The curriculum is enhanced with outings and visitors to the school.

All children are encouraged to develop a love of **reading** and books. Children start learning phonics in Nursery ready to begin their reading journey from Reception. Books are sent home once all basic letter sounds are in place. The expectation is that children will read and share their book at home and with an adult in school. Children are encouraged to read little and often to foster the love of books and to embed the lifelong skill. Children are encouraged to discuss their reading to develop language and comprehension. Story retellings and class stories form a great part of the learning to read journey.

**Phonics** are taught throughout Pre-Prep following Read, Write, Inc. This builds the children's skills in reading and writing alongside elements of spelling punctuation and grammar. Children from Reception to Form 2 are taught in small groups according to their ability. The small group sessions enable us to focus phonics teaching for the individual child.

**Literacy** is taught alongside the Read Write Inc. programme. Class based lessons allow for class topics to be incorporated and relevant texts explored. Story and letter writing, poetry and drama are included within these sessions encouraging the children to apply their RWI skills to all areas of their learning.

**Numeracy** skills are developed following the White Rose scheme. EYFS begin with a focus on number knowledge, counting, shape, size and simple measures. This learning continues to build and more skills, such as addition and subtraction are incorporated within the Reception curriculum. KS1 continue to follow the White Rose scheme again building on their prior learning. Differentiation is key to enabling the children to learn. Tailoring teaching methods to the individual child remains our focus throughout the numeracy lessons. An onus is put on becoming an independent and confident learner, using tools and techniques taught throughout

the Pre-Prep. The cross curricular nature of our learning encourages children to consider and apply numeracy when exploring all areas of learning. Regular assessments and an annual formal assessment of progress in mathematics (PTM – GL assessment) are carried out and the results are recorded and monitored centrally.

**Computing** allows children access to desktop computers and Chromebooks with a range of age appropriate software. This develops a cross curricular link to literacy and numeracy. Children develop early coding and debugging skills using programmable toys such as ‘Roamer’ and then develop this further using other age appropriate programmes. Children are supported to develop a broad range of skills from mouse control and touch typing. Children are taught the importance of online safety.

**Music** is a key element of the curriculum. It forms a strong part of the celebrations and festivals within the school year and all pre-prep students have specialist music lessons at least once a week.

**Religious Studies** and **PSHE** are delivered through story work and support the school ethos and aims.

The **Physical Education** curriculum encourages children to get involved with sport at all levels. Students have specialist sport lessons at least once a week, with swimming lessons held for KS1 students.

## **Prep and Senior School**

Students work towards a Great Ballard Diploma across three stages:

- Prepare – Y3 – 6
- Aspire – Y7 - 8
- Achieve – Y9-11

Each section has a number of sub-sections to which students work towards:

	<b>Great Outdoors</b>	<b>MAP</b>	<b>Service &amp; Leadership</b>	<b>Enterprise</b>	<b>Project</b>	<b>D of E</b>
<b>Prepare</b>	✓	✓	✓	✓		
<b>Aspire</b>	✓	✓	✓	✓	✓	
<b>Achieve</b>	✓ <input type="checkbox"/>	✓	✓	✓	✓	✓

For each section, students are awarded Gold, Silver or Bronze, and an overall grade of Bronze, Silver or Gold following on from this.

Our bespoke subjects in working towards the diploma are Learning to Learn (L2L) and Mental, Academic, Physical (MAP), and these dovetail to underpin everything our students do.

### **Learning to Learn (L2L)**

We focus on three core skills in this subject:

- Self-regulation – emotional, physical and logistical organisation
- Metacognition – understanding of how our brains work, and how to get the best from them
- Oracy – the skills of debating, presenting and talking to others

The three skills are interwoven through a number of areas, including:

- Outdoor Education and expedition
- Philosophy
- Enterprise & employability
- Project work
- Volunteering

### **Mental, Academic, Physical (MAP)**

We focus on the things students can do to be mentally and physically healthy. The subject is split into two core areas and the focus is on how these areas support academic wellbeing and progress:

- Food – nutrition, budgeting, planning, sustainability, food sources
- Physical Education – personal fitness plans, swim skills, lifesaving, gardening, hiking

Accordingly, in each phase of the school, we look at adapting the curriculum model to ensure that it is right for our students at each stage.

### **Core Subjects**

All students from Y3 - 11 study a core curriculum of:

- English
- Maths
- Science
- L2L – Great Outdoors and In-Class
- MAP – Physical and Food & Nutrition
- Games
- Computer Science

In Years 3 – 9, all students also study:

- Humanities (History, Geography & RS)
- Languages (Spanish & French)

- Art
- Drama
- Music

In Years 10 & 11, students choose up to 3 GCSE subjects from a broad range to accompany the core curriculum.

More Able students (Go Beyond) may choose more than 3.

**The Learning Support Department** provides support for those children with specific learning needs. Children receiving support generally attend lessons lasting 45 minutes once or twice a week Y3-Y11. All staff have access to the Learning Support Register on Teams, alongside personalised termly target sheets.

### **Pupils classed as ‘Able, Gifted or Talented’ (Go Beyond)**

A register is kept of all pupils who we consider would benefit from depth or breadth of offer. Scholars, and those who narrowly missed scholarship awards but are deemed to be able to benefit from the programme, are also added to this list. This list is reviewed and updated by staff, as well as being used to plan differentiated activities in class. In addition, a number of targeted interventions and opportunities are available throughout the year to the Go Beyond cohort, including Saturday ‘Stretch’ Sessions. See the More Able curriculum for more details.

**Careers Education** is covered through our personal development programme. Details of this can be found in the Personal Development policy.

## **3. Assessment & Reporting**

### **Baseline Testing**

CAT4 is administered on entry, as well as key transition points (Y3, Y7 and Y10) and these are used to identify key strengths and weaknesses across the four reasoning batteries verbal, non-verbal, quantitative and spatial.

In the Senior School, CAT4 provides us with two markers for evaluating progress:

- Points Scale – this serves as the students’ Minimum Target Grade (MTG) in each subject
- If Challenged Points Scale – this serves as the students’ aspirational target grade (Beacon Grade).

This is supplemented throughout the year with PTE, PTM & PTS scores, alongside NGRT / NGST (reading and spelling) scores, to triangulate teacher assessment levels.

Teacher assessment is carried out at the end of each unit and this is recorded in Snapshot reports.

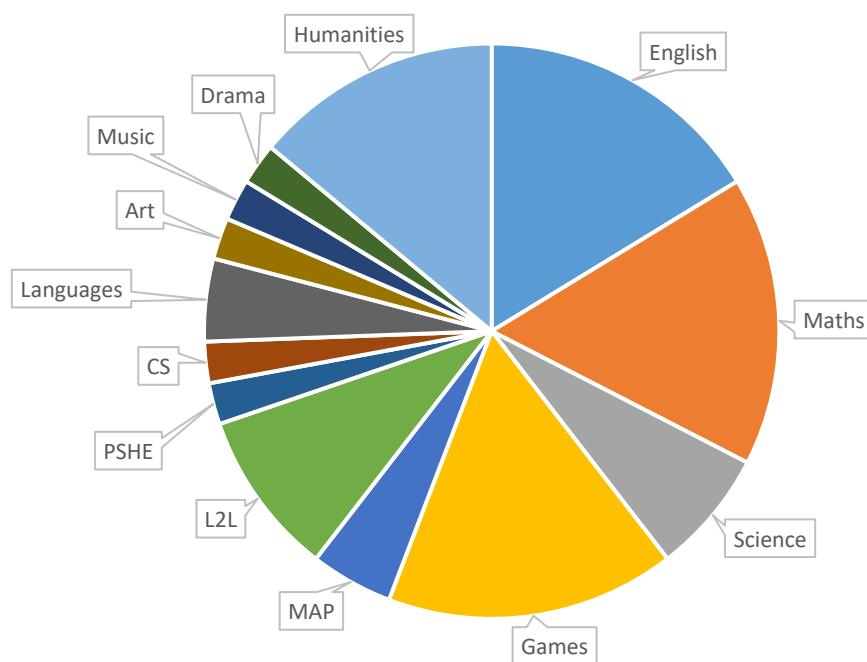
Our Snapshot Report used in the Prep School enables staff to report pupil progress each half term. It is supplemented with a face to face parents' evening, and end of year full, written, report. Prep school students are given levels using A (exceeding age-related expectations), B (working at), C (working towards) and S (requires support to meet A.R.E.)

### **Prep School Curriculum Years 3-6 (Prepare)**

#### **Year 3 & 4**

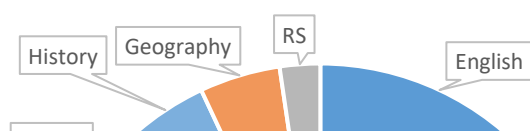
Our equivalent of a 'Lower KS2' curriculum ensures space for development of numeracy and literacy through English, maths and humanities lessons, whilst retaining aspects which are more unique to our school: specialist arts, languages, science and computer science teaching, as well as our own L2L & MAP curriculum, incorporating Outdoor Education, enterprise, nutrition and fitness.

Year 3 & 4 Curriculum



science. Arts subjects gain time here, and humanities is split out into history, geography & RS. L2L and MAP incorporates Outdoor Education, enterprise, nutrition and fitness.

Year 5 & 6 Curriculum

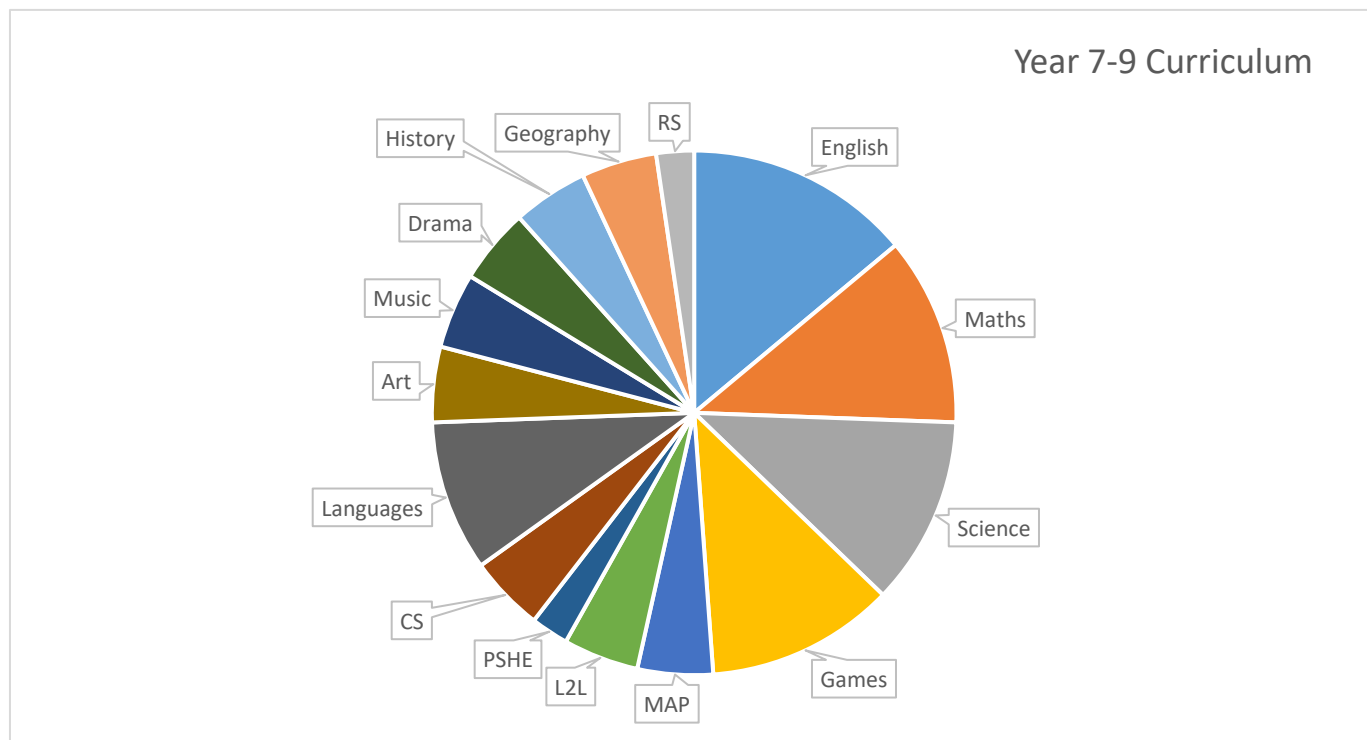




## *Great Ballard school – Curriculum Policy*

## Senior School Curriculum Years 7-9 (Aspire) and Years 10 -11 (Achieve)

**Principles:** The senior curriculum continues to offer parity across the arts subjects, with literacy becoming a core focus to support students in the run up to GCSE options. Computer Science time increases as the subject becomes a core senior subject for our students.



At GCSE, students may follow three pathways:

- |          |   |  |
|----------|---|--|
| Support  | - | GCSE English, English Lit, Maths, Combined Science and two GCSEs   |
| Standard | - | GCSE English, English Lit, Maths, Combined or Triple Science and three GCSEs   |
| Stretch  | - | GCSE English, English Lit, Maths, Triple Science and three GCSEs, plus a GCSE project qualification and other GCSE, e.g. Latin |